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# **Results of the 2013 Post-High School Follow-Up Survey**

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Finally, we would also like to thank **John Hill**, former Special Education Specialist, and **Andrea Lakin**, Special Education Specialist, **Nicole Norvell**, former Director of Special Education, and **Becky Bowman**, Director of Special Education, of the **Indiana Department of Education**, for their guidance and collaboration on this report, especially in helping secure student contact information from school corporations and charter high schools in the state.

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## Results of the Indiana Department of Education's *2013 Post-High School Follow-Up Survey*

In fulfillment of its contract with the Indiana Department of Education (IDOE), the Center for Evaluation & Education Policy (CEEP) at Indiana University conducted a multi-stage survey of young adults who are no longer in an Indiana public high school, and who had individualized education programs (IEPs) in effect at the time they left school during or at the end of the 2011-12 school year, to determine whether they were enrolled in post-secondary education or employed within one year of leaving high school. In accordance with U.S. Department of Education, Office of Special Education Programs, performance and reporting mandates (Indicator 14), CEEP worked collaboratively with IDOE staff to develop a survey to examine the effectiveness of Indiana's special education services in enabling IEP students' success after they had exited the K-12 educational system. This study is a fact-based effort to collect post-high school follow-up data and prepare the results for federal reporting by the Indiana Department of Education's Office of Special Education. The questions were adapted from federal guidelines with the goal of determining the employment and/or educational status of former IEP students (per 20 U.S.C. 1416(a)(3)(B)), regardless of whether they had received their high school diploma or not. The IDOE *2013 Post-High School Follow-Up Survey* represents the fourth year CEEP has conducted this survey on behalf of the IDOE.

To initiate work on this project in 2013, staff from the IDOE ran a query of its longitudinal data system to retrieve and compile the following information into a student contact list for this project:

- o STN
- o Student Name
- o Corporation of Legal Settlement Number
- o Corporation of Legal Settlement Name
- o Corporation of Service Number
- o Corporation of Service Name
- o Special Education Eligibility Category

Once a comprehensive list of approximately 9,000 names was generated, the IDOE requested that PCG, a vendor, run an Indiana IEP report for the last known address and phone numbers of the students. This subsequent list provided by IDOE via PCG contained approximately 5,000 student names and contact records. The CEEP Project Team proceeded to identify school corporations and charter schools for which no student records were included in the data file and then requested via e-mail the contact information for their former students meeting the participation criteria for the survey. In addition, the CEEP Project Team created and sent individual spreadsheets to the 241 school corporations and charter schools that were included in the IDOE/PCG list to ask the school corporations to verify and update their list as needed.

Working with school corporations CEEP finalized the master student contact list for the state in the month of May.

Concurrently with the development of the survey instrument, and in collaboration with IDOE staff, the CEEP Project Team ultimately requested that all 338 school corporations and charter high schools in the state forward contact information on former IEP high school students via e-mail to CEEP (charter high schools with no students exiting or graduating in the 2011-12 school year did not need to submit student contact data). Contact information requested included the student's first and last name, home address, and telephone number. The final aggregate contact list contained 8,899 student records.

As the survey's target population was former high school students there was a fairly high probability that a significant percentage of contact information would be inaccurate, and with it some risk of sample bias. Student phone number information did prove to be inaccurate with 2,764 phone numbers, of 8,899 student contacts, identified as unusable by subcontractor Stone Research Services. However, student mailing address information submitted by school corporations proved to be highly accurate information. Only approximately 23 survey envelopes of 8,899 mailed were returned as undeliverable.

### ***Objectives of Study Methodology***

This research study has three primary methodological objectives:

- Serve as a standardized approach for reliable measurement of special needs students who have exited an Indiana high school and entered the workplace and/or postsecondary education within one year of leaving high school;
- Allow for reliable comparisons to results of similar survey research projects;
- Provide a research methodology that facilitates replication in the future and comparison of results.

### ***Survey Development History***

Dr. Nathan Burroughs, former Visiting Research Associate at the Center for Evaluation & Education Policy, developed the 2010 survey questionnaire using questions similar to those of other post-education surveys and with the expert input of Teresa Grossi, Director of the Center for Community Living and Careers at the Indiana Institute on Disability and Community (IIDC). In particular, information and a data collection protocol developed by the National Post-School Outcomes Center were carefully reviewed in preparation of the survey questionnaire. Questions were reviewed by John Hill, former Office of Special Education Specialist with the Indiana Department of Education. The 2010 survey questionnaire was reused in 2011, 2012, and once again in 2013 with only minor modifications to the wording as determined by Terry Spradlin, Project Manager, and based on prior-year data and response patterns (see Appendix A for a sample of the 2013 survey instrument).

### ***Phase 1: Mail Survey***

The implementation of the survey was organized into two phases. The first phase included an online and a mail survey, and the second, a phone survey. In phase 1, a paper copy of the survey was mailed by CEEP subcontractor Briljent, LLC, to the last known address of the entire population of 8,899 former IEP students. Due to some delays in the receipt of student contact information from school corporations, the mailing was issued in three waves according to when the contact information was received. A bulk of the surveys was mailed on May 16, 2013, with the remainder of the surveys mailed on May 23, 2013 and June 6, 2013, as additional student contact lists were obtained from school corporations and charter high schools. Recipients were invited to either complete the paper copy of the survey (and return it to CEEP via a pre-paid postage envelope included with the survey), or to fill out a web version of the survey. The results of the web and hard copy surveys were compiled by CEEP staff, who entered responses into a central database. Data entry was cross-checked to guarantee accuracy. A total of 604 responses were received (590 by mail and 14 online) and validated in phase 1 (any received surveys which indicated that the respondent had *neither* graduated *nor* exited high school were excluded). Seven surveys were received after final data analysis for the project was completed on August 6, 2013, and were excluded from the data analysis.

### ***Phase 2: Phone Survey***

In phase 2, the remaining students (those who had yet to respond to the survey) were contacted through the phone survey. The phone survey was conducted by CEEP subcontractor Stone Research Services. Stone Research Services provided suggestions for survey introduction and screening and qualifying questions. The original project design called for a “census” approach in an attempt to gather information from the largest possible number of former IEP students. However, due to the low response rate to the mailing survey it was decided to interview a sample of all students who had not replied to the mailing.

An initial attempt and up to six additional attempts were made to complete a contact. Sample records were classified as exhausted after the seventh attempt. Successful contacts occurred in two ways: contact with the specified individual or contact with a household member when the specified individual was not available and would not be available during the duration of the study. (In cases of contacts with household members when the individual would be available in the future, additional attempts were scheduled to reach her/him at an agreeable time. Such contacts with other household members were classified as unsuccessful.)

Successful contacts with the former students resulted in one of three possible outcomes:

- Initial refusal to begin interview;
- Interview initiated but not completed – individual refused to complete during the time frame of the project;
- Completed interview with individual.

Successful contacts with other household members resulted in three possible outcomes:

- Initial refusal to begin interview;
- Interview initiated but not completed – respondent refused to complete during the time frame of the project;
- Completed interview with household member.

Unsuccessful contacts were classified as “live sample - further action” and “dead sample – no further action.” Live samples were eligible for additional attempts if the maximum of seven attempts was not yet met. Live sample dispositions included callbacks, no answers, answering machines, and busy signals. Dead sample dispositions were not eligible for additional attempts. Dead sample dispositions include operator intercepts for disconnected numbers, fax numbers, and specified graduate no longer available at that number with no replacement telephone number.

Telephone surveys were conducted in a controlled environment to ensure consistency of questionnaire administration among all respondents. Operational controls employed:

- Professional, experienced market research interviewers;
- CATI (Computer-Assisted Telephone Interviewing) questionnaire administration;
- CATI sample administration.

The CATI sample administration managed scheduling of attempts so that second and subsequent attempts on each sample record were made during different “day parts” and on different days of the week. “Day parts” were classified as “Day Time” (9:00 a.m. to 5:00 p.m.) and “Weekend/Evening” (Saturday noon to 5:00 p.m.; Sunday 5:00 p.m. to 9:00 p.m.; weekday evenings 5:00 p.m. to 9:00 p.m.). All times were based on the respondent’s local time. Field status reports were prepared each day to summarize interviewing activity on a daily and cumulative basis.

Data from all survey methods (mailing, phone, and online) were compiled and aggregated to a single master data file. A data file of close-ended responses for each respondent was prepared in a mutually agreed upon format (Excel). Text responses to any open-ended questions were coded, edited, and formatted in an Excel file with one record per respondent. Survey results were tabulated on a question-by-question basis with up to 18 cross-tabulations per banner. Both un-weighted and weighted tabulation banners were provided. The weighted banner was created using the most recent U.S. Census population counts for each of Indiana’s 92 counties. Tabulated tables were annotated with results of statistical testing between sub-sets of specified sample segments and with mean scores and standard deviations for rating questions. Responses were weighted, as appropriate, by geographic classification to replicate the proportional distribution of special education students graduating in each region and county of the state. However, only the regional classifications (defined as northern, southern, and central Indiana) possess substantial



validity – county-level data carry a much higher risk of sample bias due to smaller sample sizes and the response rate.

A total of 1,528 telephone interviews were completed from a pre-identified list of respondents assembled by CEEP staff.

### *Sample Statistics*

Table 1. Sample Statistics from Phase 2

Sample Statistics	Number	Percent
Unusable records (disconnect/wrong number/fax number)	2,764	
Useable records	4,659	100%
Total separate telephone numbers dialed	7,423	
<b>Respondents Not Screened</b>		
Initial refusal	627	13%
No contact made/No contact with eligible respondent (no answer/answering machine/busy/callback/more than six attempts)	2,340	50%
Communication barrier/language barrier	27	<1%
<b>Respondents Screened</b>		
Respondents not qualified (still in high school)	137	3%
Respondent qualified and interview completed	1,528	33%
<b>Total dialings</b>	<b>29,641</b>	
Total dialings of useable number	26,887	
Average dialings per useable number	5.77	
Maximum attempts per useable number	10	

- Screening interviews were completed with 1,665 respondents resulting in 1,528 respondents qualified to complete a survey and 137 respondents not qualified (still in high school).
- The ratio of initial refusals to completed screening interviews (627/1,665) was 0.4:1 which is well below the average random digit dialing ratio of 2.5:1 and the 1:1 ratio generally seen for pre-identified sample files.

### *Margin of Error*

Statistical accuracy of survey findings based on a 1,528 pre-identified but randomly interviewed sample is approximately plus or minus three percentage points at the 95% confidence level. This means that if the survey was replicated 100 times, the results of this survey will fall within plus or minus three percentage points of the average results in 95 out of 100 times.

### *Respondent Selection and Sample Control*

- Participants were asked for by name listed on the sample file.
- Participants were screened to be out of high school.
- The sample file was randomly sorted to ensure young adults from a mix of school corporations were interviewed.

### *Overall Response Rate*

When combining all survey responses (paper, online, phone), approximately 24 percent (2,132 of 8,899) of the former IEP students completed the survey. This relatively high response rate can be attributed in part to working directly with local education authorities (LEAs) and parent advocacy organizations. Before the survey was distributed, both the Indiana Department of Education and CEEP informed schools and parents about the upcoming survey and the importance of participation. Parents were informed that it would be an opportunity for them to provide feedback to the state in regards to the quality of special education services that their child had received. The statewide parent advocacy organization helped increase awareness by including information via their website and newsletters regarding the importance of completing the surveys.

## Survey Results

*(n=2,132 respondents; includes phase 1 and 2 responses combined)*

*\*Percentages are based on the total number of responses per question. Not all 2,132 survey respondents were required to answer each question. A total of 12 respondents submitted incomplete surveys and the responses they did provide are not included in the results; however, the distribution of those incomplete responses had a negligible statistical effect on the survey results and data analysis.*

- 1. Have you graduated from high school or left high school for some other reason?**  
0% answered NO (individuals who indicated that they were still in high school were excluded from the sample and the subsequent survey results.)  
100% (2,132) answered YES
- 2. In the 12 months after leaving high school, have you enrolled and participated in any school, job training, college or other education program?**  
40.1% (854) answered NO (these respondents were then directed to question 5)  
59.9% (1,278) answered YES
- 3. (If yes to previous question) Did you complete an entire term? (A term can be quarter, semester, inter-session, summer, or on-line)**  
16.1% (206) answered NO  
83.6 % (1,069) answered YES  
0.2% (3) answered DON'T KNOW
- 4. Describe the kind of school or job training program in which you were enrolled.**
  - a. High school completion program (e.g., adult basic education, GED)**  
93.0% (1,189) answered NO  
7.0% (89) answered YES
  - b. Short-term education or employment training program (WIA, Job Corps)**  
91.9% (1,174) answered NO  
8.1% (104) answered YES
  - c. Vocational, technical, trade school**  
86.6% (1,104) answered NO  
13.6% (174) answered YES
  - d. 2-or 4-year college or university**  
34.4% (442) answered NO  
65.4% (836) answered YES

**e. Religious or church sponsored mission**

99.1% (1,266) answered NO

0.9% (12) answered YES

**f. Other (specify)\_\_\_\_\_**

95.1% (1,215) answered NO

4.9% (63) answered YES

Table 2. Analysis of Question 4F

<b>“Other” Category</b>	<b>Number of Respondents</b>
Army/National Guard	15
<i>Don't Know</i>	20
Special Needs Program	13
Apprenticeship/Internship	11
A life skills program	2
Alternative school program	1
Home schooled	1
<b>Total</b>	<b>63</b>

**5. In the 12 months after leaving high school, have you ever worked?**

29.8 % (636) said NO (note: the survey was completed for anyone answering “no”)

70.1% (1,494) said YES

0.1% (2) said DON'T KNOW

**6. Since leaving high school, have you worked for a total of 3 months (about 90 days)? (Days do not need to be in a row)**

15.2% (227) said NO

84.8% (1,267) said YES

**7. Did you work an average 20 or more hours per week? (Hours may vary from week to week)**

17.1% (255) said NO

82.9 % (1,239) said YES

**8. Were you paid at least the minimum wage of \$7.25 an hour?**

5.4% (81) said NO

94.6% (1,413) said YES

**9. Describe the job you have or have had.**

- a. In a company, business, or service with people with and without disabilities**

- 21.4% (320) said NO  
78.6% (1,174) said YES
- b. In the military**  
97.8% (1,461) said NO  
2.2% (33) said YES
- c. In supported employment (paid work with support services to you and the employer)**  
95.3% (1,424) said NO  
4.7% (70) said YES
- d. Self-employed**  
96.9% (1,448) said NO  
3.1% (46) said YES
- e. In your family's business (farm, store, fishing, ranching, catering)**  
94.4% (1,411) said NO  
5.6% (83) said YES
- f. In sheltered employment (where most workers have disabilities)**  
99.0% (1,479) said NO  
1.0% (15) said YES
- g. Other (specify)\_\_\_\_\_**  
95.1% (1,421) said NO  
4.9% (73) said YES

Table 3. Analysis of Question 9H

"Other" Category	Number of Respondents
Babysitting/child care	13
Working through my university/school	13
Landscaping	8
Farm work (other than family farm)	6
Government	6
Camp counselor/Boys and Girls Club	3
Cleaning houses	3
Volunteer	2
Volunteer firefighter	1
<i>Refused</i>	2
<i>Don't know</i>	16
<b>Total</b>	<b>73</b>

\* Coding by subcontractor, Stone Research Services, indicated that some "Other" responses were, in fact, one of the pre-set responses.

## Statewide Aggregate Data Analysis

### *Data on Mutually Exclusive Categories of “Leavers”*

#### 1. Enrolled in Higher Education:

A total of 836, or 39.2%, of all survey respondents were enrolled in a 2- or 4-year college or university within one year of leaving high school. Of those, **766, or 35.9%, of all respondents were enrolled in higher education for at least one complete term.** This figure represents respondents who replied with “2- or 4-year college or university” in Question 4 (including the four from the “Other” responses coded as “2- or 4-year college or university”) and also replied “yes” to Question 3.

#### 2. Competitively Employed:

A total of 1,494, or 70.1%, of respondents were employed. Of those, 946, or 44.4%, of all respondents were employed at or above minimum wage and worked 20 hours per week or more for at least 90 days, excluding respondents who were self-employed, working in a family business, working in sheltered employment, or working while in jail (competitively employed). Of those, **595, or 27.9%, of the 2,132 respondents were competitively employed but were not enrolled in higher education as defined in category #1.**

#### 3. Enrolled in Some Other Form of Post-Secondary Education or Training:

A total of 287, or 13.5%, of all respondents were enrolled in some other form of post-secondary education for at least one term, excluding 2- or 4-year college or university. Of those, **162, or 7.6% of all respondents, were enrolled in some other form of post-secondary education or job training for at least one semester but not competitively employed.**

#### 4. Some Other Employment:

A total of 1,267, or 59.4%, of all respondents were employed for at least 90 days at any time in the previous year (some other employment). Of those, 321, or 15.1%, of all respondents were in some other form of employment but not enrolled in higher education. **Of those, 148, or 6.9%, of all respondents were in some other form of employment but not enrolled in higher education (#1), not competitively employed (#2), nor in some other form of post-secondary education or job training (#3).**

Table 4. Summary of Data on Mutually Exclusive Categories of “Leavers”\*

Category	Number of Respondents	Percent of All Respondents (n=2,132)
Enrolled in Higher Education	766	35.9%
Competitively Employed	595	27.9%
Enrolled in Some Other Form of Education or Training	162	7.6%
Some Other Employment	148	6.9%

\*463, 21.7 % of all respondents, do not fit into these mutually exclusive categories of leavers. For example, a respondent not enrolled at least one term or not employed at least 90 days would be excluded from these categories.

### *Data for Measures/Indicators*

Further analysis generates a number of findings. **Measurement A** as described by 20 U.S.C. 1416(a)(3)(B) asks for the percentage of young adults enrolled in a 2- or 4-year college. A total of 821 respondents indicated they were enrolled in such a school, while 15 responses in the “other” category also indicated this type of enrollment, for a total of 836 or 39.2% of the 2,132 responses. Measurement A also specifies that students should be enrolled for at least one full term. Of the 836 responses, **766, or 35.9%, of all 2,132 respondents were enrolled for at least one full term.**

**Measurement B** of 20 U.S.C. 1416(a)(3)(B) asks for the number of youth enrolled in higher education (as described in Measurement A) or competitively employed. Competitive employment includes pay at or above the minimum wage for 20 hours a week or more for at least 90 days during the year since leaving high school. Military employment and other settings with others who are nondisabled are included. Family business, self-employment, and employment in jail or in a sheltered workshop are excluded.

A total of 1,054, or 49.4%, of all respondents indicated that they were employed at or above the minimum wage for 20 hours per week for at least 90 days in the previous year since leaving high school. Once students working in family business, self-employment, and employment while in jail or in a sheltered workshop are excluded, 946, or 44.4% of all respondents, are considered “competitively employed.” Of these, 595 were not also enrolled in higher education as described by Measurement A. Adding these to Measure A, **1,361, or 63.8%, of all respondents were competitively employed or enrolled in higher education** (this number also includes those that were both competitively employed and enrolled in higher education).

**Measurement C** computes the percentage of young adults who were enrolled in higher education or some other postsecondary education or training program, or competitively employed or held some other employment during the year after leaving high school. Any “yes” response to Question 3 was included as the type of education specified (as both definitions of

enrollment in higher education and enrollment in some other form of post-secondary education or job training program was limited to those enrolled for at least one complete term) . Likewise, any “yes” response to Question 6 was considered as being competitively employed or holding employment of some form (as both definitions are limited to those employed for at least 90 days). To prevent double-counting respondents, any persons who responded “yes” to both questions were subtracted from the total employed (as they are already counted in the enrolled total). **Of the 2,132 total respondents, 1,664, or 78.0%, were enrolled in higher education or some other postsecondary education or training program or competitively employed or held some other employment during the year after leaving high school.**

Of the 2,132 respondents to the post-graduate survey, 672, or 31.5%, indicated that they were both enrolled in higher education or some other form of post-secondary education or job training *and* competitively employed or in some other form of employment.

Table 5. Summary of Data for Measures/Indicators

Category	Number of Respondents	Percent of All Respondents
Measurement A	766	35.9%
Measurement B	1,361	63.8%
Measurement C	1,664	78.0%



## Weighted Geographic Data Analysis

In surveys of this type it is important to weight the data by region so as to adjust for any regional skew in the response rate. If there are significant differences in the answers given by respondents by region, and respondents from some regions happen to be more likely to respond, the overall estimates can be quite misleading. In this particular study, the differences in the response rates and the answers to questions between regions were relatively modest, so that weighting by region had only a very small effect on the overall results (less than 0.1% for each region). Note that some numbers in the following tables will not sum to the amount noted in the “total” column due to the discrepancies from multiplying by the percentage used for weighting and due to some respondents answering with “Don’t know.”

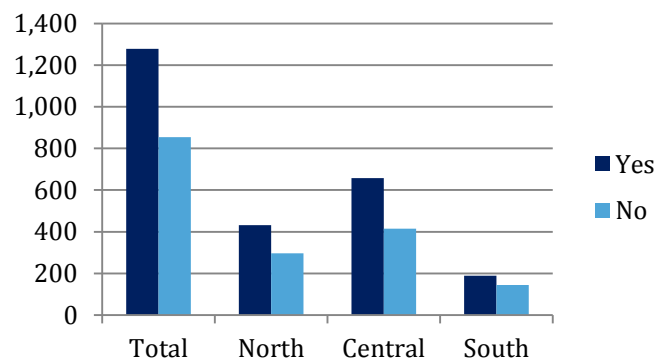
### 1. Have you graduated from high school or left high school for some other reason?

	Total	North	Central	South
Yes*	2,132	727	1,072	333
No	-	-	-	-

\*Individuals who indicated that they were still in high school were excluded from the sample and the subsequent survey results.

### 2. In the 12 months after leaving high school, have you enrolled and participated in any school, job training, or education program?

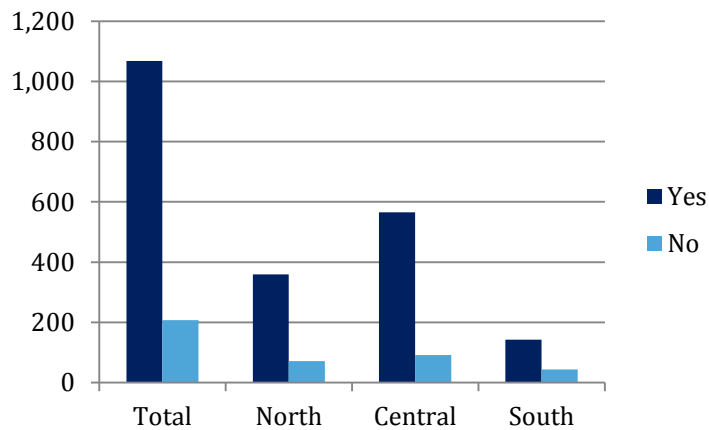
	Total	North	Central	South
Yes	1,278	431	658	189
No	854	296	414	145



### 3. If you went to college or a job training program, did you complete an entire term?

	Total	North	Central	South
Yes	1,068	359	565	143
No	207	71	92	44

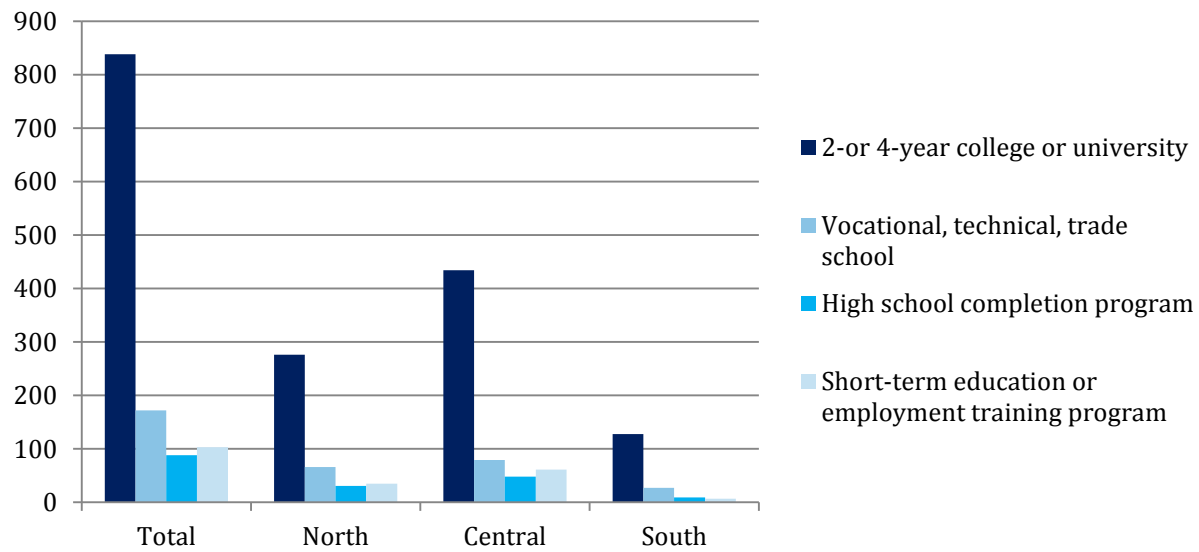
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#### 4. Please describe the kind of school or job training program you were enrolled

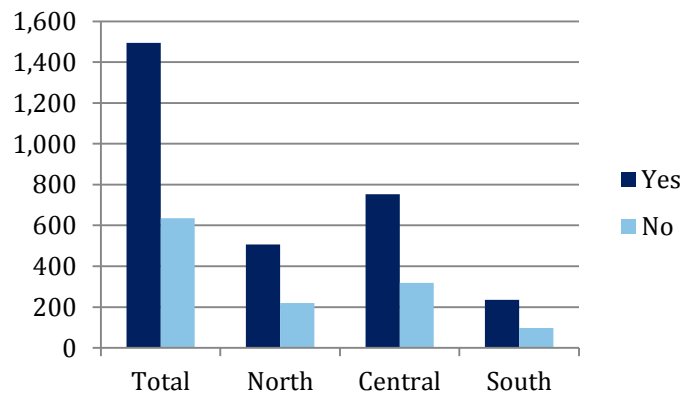
	Total	North	Central	South
2-or 4-year college or university	838	276	434	128
Vocational, technical, trade school	172	66	79	27
High school completion program	88	31	48	9
Short-term education or employment training program	103	35	61	7
Don't Know	20	6	10	5
Army/National Guard	16	2	12	2
A life skills program	2	1	-	1
Apprenticeship/internship	11	3	6	1
Alternative school program	2	1	-	1
Special needs program	14	3	5	5
Home schooled	1	1	-	-
Religious or church sponsored mission	12	6	3	2
None	-	-	-	-
Other	-	-	-	-

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#### 5. In the 12 months after leaving high school, have you ever worked?

	Total	North	Central	South
Yes	1,495	506	753	236
No	635	219	319	97



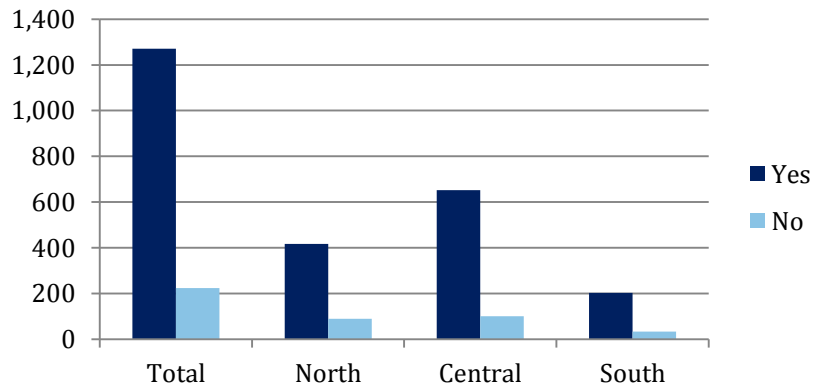
#### 6. Since leaving high school, have you worked for a total of 3 months (about 90 days)? (days do not need to be in a row)

	Total	North	Central	South
Yes	1,271	417	652	203
No	224	89	101	33

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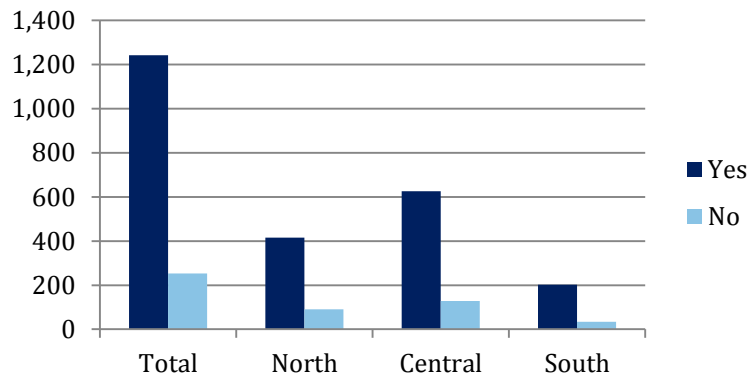
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**7. Did you work an average 20 or more hours per week? (Hours may vary from week to week)**

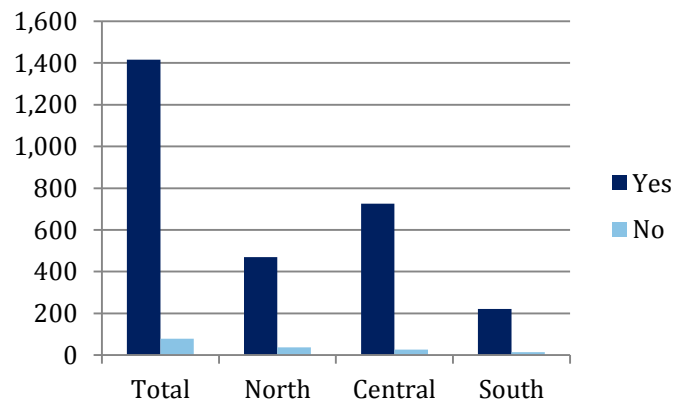
	Total	North	Central	South
Yes	1,242	415	625	202
No	253	91	128	34



**8. Were you paid at least the minimum wage of \$7.25 an hour?**

	Total	North	Central	South
Yes	1,416	469	726	221
No	79	37	27	15

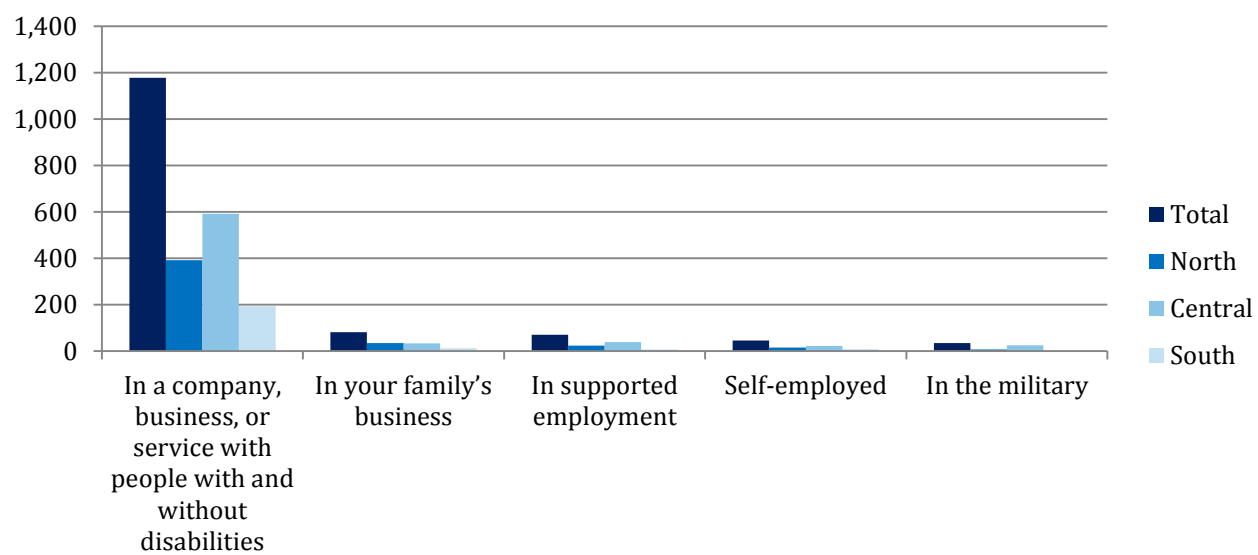
### The 2013 Post-High School Follow-Up Survey



#### 9. Describe the job you have or have had.

	Total	North	Central	South
In a company, business, or service with people with and without disabilities	1,177	392	592	193
In your family's business	81	35	33	13
In supported employment	70	23	39	7
Self-employed	46	15	22	8
In the military	34	7	25	2
Don't Know	15	9	6	-
Working through my university/school	14	2	11	1
In sheltered employment	16	3	7	5
Babysitting/child care	13	4	5	4
Farm work	6	3	3	-
Camp counselor/Boys and Girls club	3	2	1	-
Other	-	-	-	-
Volunteer	2	2	-	-
Landscaping	7	5	2	-
Cleaning houses	3	2	-	1
Volunteer firefighter	1	1	-	-
Farm work	6	3	3	-
None	-	-	-	-
Refused	2	1	-	1

### The 2013 Post-High School Follow-Up Survey



## Survey Challenges and Areas for Improvement

Two key challenges continued during the implementation of the 2013 survey. Some school corporations were very slow to respond to IDOE and CEEP requests for student contact information. School corporations were provided with multiple notifications and a template in which to enter and return the data. In addition, several school corporations did not use the template provided and failed to provide certain requested information (though these situations were remedied relatively quickly by the school corporations). Further, some school corporations provided contact information for people who did not qualify as former IEP students, such as currently enrolled K-12 IEP students, although this was reduced from the previous year through more explicit instructions provided to the school corporations. To remedy this for the *2014 Post-High School Survey*, the preliminary plan is for the IDOE to supply necessary student contact information directly to CEEP from the state's STN and electronic IEP student database and for CEEP to only contact school corporations and charter high schools as needed to acquire all of the necessary information to contact former students. Staff from the IDOE Office of Special Education have indicated that the list they generate for CEEP should be more complete in 2014 as more school corporations and special education cooperatives use the electronic IEP system hosted by the state.

The second difficulty during the survey administration was the seemingly low response rate, although higher than in previous years and a realistically good number for surveys of this nature. For the survey, the response rate was approximately 24%. However, this increased from last year's survey response rate of approximately 20%. This increase in the overall response rate is primarily due to the decrease in the overall number of former IEP students reported by school corporations from 11,766 in last year's survey administration to 8,899 in this year's survey administration. The number of disconnected or otherwise inaccurate telephone numbers reduced the response rate for the phone survey. While the nature of the target population creates inherent challenges to data quality, the results of the survey likely have some degree of sample bias.

**Appendix A: Survey Document**



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### The 2013 Post-High School Follow-Up Survey

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Name

Address

City, State, Zip

Please take a moment to complete the Indiana Post-High School Outcome Survey, which is being conducted for the Indiana Department of Education. This survey is to be completed by or for former students who completed or left high school during or at the end of the 2011-12 school year (including summer school in 2012). Your information will be used to measure how well Indiana is preparing students who had Individualized Education Plans before leaving or finishing high school. The results of this survey will be given to the U.S. Department of Education. Your answers will be kept private and the results will be combined with others taking the survey so that your information will remain confidential. You may either fill out the survey and return it in the self-addressed and postage-paid envelope included with this letter **OR** fill it out on the web at <http://ceep.indiana.edu/post/>. If completing the survey on the web, please use the following school corporation #: (insert here). Please return the survey as soon as possible. Thank you for your help in completing the survey!

#### POST-HIGH SCHOOL OUTCOME SURVEY

1. Have you graduated from high school or left high school for some other reason?

☐ YES → GO TO QUESTION 2

☐ NO → STOP: THE SURVEY IS FINISHED

2. In the 12 months after leaving high school, have you enrolled and participated in any school, job training, or education program?

☐ YES → GO TO QUESTIONS 3 AND 4

☐ NO → GO TO QUESTION 5

3. Did you complete an entire term? (A term can be quarter, semester, inter-session, summer, or on-line)

☐ YES

☐ NO

4. Describe the kind of school or job training program in which you were enrolled. (*CHECK ONE OPTION ONLY!* If you enrolled in multiple programs, check only your primary one, or the one you were enrolled in the longest.)

☐ High school completion program (e.g., Adult Basic Education, GED)

☐ Short-term education or employment training program (e.g., WIA, Job Corps)

☐ Vocational, technical, trade school

☐ 2- or 4-year college or university

**The 2013 Post-High School Follow-Up Survey**

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- ☐ Religious or church sponsored mission  
☐ Other (Specify): \_\_\_\_\_

5. In the 12 months after leaving high school, have you ever worked?

- ☐ YES → GO TO QUESTIONS 6, 7, 8, & 9  
☐ NO → STOP: THE SURVEY IS FINISHED

6. Since leaving high school, have you worked for a total of 3 months (about 90 days)?  
(Days do not need to be in a row)

- ☐ YES  
☐ NO

7. Did you work an average 20 or more hours per week (or about half time of a 40-hour week)?  
(Hours may vary week to week)

- ☐ YES  
☐ NO

8. Were you paid at least the minimum wage of \$7.25 an hour?

- ☐ YES  
☐ NO

9. Describe the job you have or have had. (*CHECK ONE OPTION ONLY! If you have held more than one job, please select only your primary or most recent job.*)

- ☐ In a company, business, or service with people with and without disabilities  
☐ In the military  
☐ In supported employment (paid work with services and wage support to the employer)  
☐ Self-employed  
☐ In your family's business (e.g., family farm, store, fishing, ranching, catering)  
☐ In sheltered employment (where most workers have disabilities)  
☐ Employed while in jail or prison  
☐ Other (Specify) \_\_\_\_\_

Thank you very much for your participation in this survey. If you have any questions, please contact Terry Spradlin at [tspradli@indiana.edu](mailto:tspradli@indiana.edu) or call 812-855-4438.

## **Appendix B: Mutually Exclusive Categories of Leavers by District**

**The 2013 Post-High School Follow-Up Survey**

Note: School corporations and charter schools are sorted by their school corporation number.

SCHOOL CORP	SCHOOL CORP NUMBER	TOTAL RESPONDENTS	ENROLLED IN HIGHER ED	COMPETITIVELY EMPLOYED	SOME OTHER EDUCATION OR TRAINING	SOME OTHER EMPLOYMENT
ADAM CENTRAL COMMUNITY SCHOOLS	0015	3	1	1	0	1
NORTH ADAMS COMMUNITY SCHOOLS	0025	10	3	2	1	1
SOUTH ADAMS	0035	3	0	2	0	0
MSD SOUTHWEST ALLEN COUNTY SCHOOLS	0125	16	10	3	2	1
CRAWFORD COUNTY COMMUNITY SCHOOLS	130	7	1	5	0	1
NORTHWEST ALLEN COUNTY SCHOOLS	0225	8	4	2	0	1
FT. WAYNE COMMUNITY SCHOOLS	235	76	30	19	6	6
EAST ALLEN COUNTY SCHOOLS	0255	17	5	3	1	2
BARTHOLOMEW CON SCHOOL CORP	0365	22	8	6	4	1
FLAT ROCK-HAWCREEK SCHOOL CORP	370	3	1	2	0	0
BENTON COMMUNITY SCHOOL CORP	395	8	2	4	2	0
BLACKFORD COUNTY SCHOOLS	0515	7	1	2	0	0
ZIONSVILLE COMMUNITY SCHOOLS	630	15	9	2	2	1
LEBANON COMMUNITY SCHOOL CORP	665	3	1	1	0	0
BROWN COUNTY SCHOOLS	670	15	3	8	1	1
CARROLL CONSOLIDATED SCHOOL CORP	0750	3	1	2	0	0
PIONEER REGIONAL SCHOOL CORP	0775	1	0	0	0	1
SOUTHEASTERN SCHOOL CORP	0815	3	2	1	0	0
WEST CLARK COMMUNITY SCHOOLS	0940	10	5	4	0	0
CLARKSVILLE COMMUNITY SCHOOL CORP	1000	5	1	2	1	1
GREATER CLARK COUNTY SCHOOLS	1010	19	5	4	2	1
CLINTON CENTRAL SCHOOL CORP	1150	2	0	1	1	0

**The 2013 Post-High School Follow-Up Survey**

CLINTON PRAIRIE SCHOOL CORP	1160	4	1	3	0	0
COMMUNITY SCHOOLS OF FRANKFORT	1170	8	2	1	1	1
ROSSVILLE CONSOLIDATED SCHOOL DISTRICT	1180	3	0	2	0	0
IRVINGTON COMMUNITY SCHOOL, INC.	1537	1	1	0	0	0
SUNMAN-DEARBORN	1560	21	10	8	0	0
SOUTH DEARBORN	1600	11	4	5	1	0
LAWRENCEBURG	1620	7	4	1	1	1
DECATUR COUNTY COMMUNITY SCHOOLS	1655	4	2	0	0	1
GREENSBURG COMMUNITY SCHOOL CORP	1730	6	1	2	0	1
DEKALB COUNTY EASTERN COMMUNITY SCHOOL DISTRICTS	1805	5	0	3	0	1
GARRETT-KEYSER-BUTLER	1820	3	2	0	0	0
DEKALB COUNTY CENTRAL UNITED SCHOOL DISTRICT	1835	5	0	4	0	0
DELAWARE COMMUNITY SCHOOL CORP	1875	12	3	4	0	1
WES-DEL COMMUNITY SCHOOLS	1885	2	1	0	0	0
LIBERTY PERRY COMMUNITY SCHOOLS	1895	6	2	3	0	1
COWAN COMMUNITY SCHOOL CORP	1900	1	0	2	0	0
YORKTOWN COMMUNITY SCHOOLS	1910	5	1	1	0	1
MUNCIE COMMUNITY SCHOOLS	1970	20	10	3	2	1
FAIRFIELD COMMUNITY SCHOOLS	2155	5	0	1	1	2
BAUGO COMMUNITY SCHOOLS	2260	7	1	3	1	0
CONCORD COMMUNITY SCHOOLS	2270	10	4	2	1	2
MIDDLEBURY COMMUNITY SCHOOLS	2275	19	7	8	1	0
WANEE COMMUNITY SCHOOLS	2285	8	7	0	0	0
ELKHART COMMUNITY SCHOOLS	2305	40	12	12	3	3
GOSHEN COMMUNITY SCHOOLS	2315	17	7	3	3	1
ATTICA	2435	3	1	0	0	1
SOUTHEAST FOUNTAIN	2455	2	0	1	0	1
SOUTHERN HANCOCK	2565	12	6	4	2	0
MOUNT VERNON	2569	6	3	2	0	0
EASTERN HANCOCK	2585	4	0	1	0	0
GREENFIELD CENTRAL	2595	12	4	4	2	0
ROCHESTER COMMUNITY SCHOOL CORP	2645	8	2	4	0	0

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CASTON	2650	2	1	0	1	0
EAST GIBSON SCHOOL CORP	2725	2	1	0	0	0
NORTH GIBSON	2735	3	1	2	0	0
SOUTH GIBSON SCHOOL CORP	2765	16	10	2	2	0
EASTBROOK SCHOOL CORP	2815	7	3	2	0	1
MADISON-GRANT UNITED SCHOOL CORP	2825	4	1	2	1	0
MISSISSINewa COMMUNITY SCHOOLS	2855	8	2	4	0	1
MARION COMMUNITY SCHOOLS	2865	6	5	0	0	0
BLOOMFIELD SCHOOL DISTRICT	2920	1	0	1	0	0
MSD SHAKAMAK SCHOOLS	2960	3	1	1	0	0
WHITE RIVER VALLEY	2980	1	0	1	0	0
HAMILTON SOUTHEASTERN SCHOOLS	3005	33	20	5	4	1
HAMILTON HEIGHTS SCHOOL CORP	3025	6	0	4	0	0
WESTFIELD-WASHINGTON SCHOOLS	3030	22	9	8	0	2
SHERIDAN COMMUNITY SCHOOLS	3055	5	0	0	3	1
CARMEL CLAY SCHOOLS	3060	32	24	5	1	0
HUNTINGTON COUNTY COMMUNITY SCHOOL CORP	3065	18	6	8	0	1
NOBLESVILLE SCHOOLS	3070	31	11	9	3	2
LANESVILLE COMMUNITY SCHOOL CORP	3160	2	0	0	0	1
NORTH HARRISON COMMUNITY SCHOOL CORP	3180	6	0	2	1	1
SOUTH HARRISON COMMUNITY SCHOOLS	3190	6	1	2	0	0
NORTH WEST HENDRICKS COMMUNITY SCHOOL CORP	3295	2	1	1	0	0
BROWNSBURG COMMUNITY SCHOOL CORP	3305	22	12	6	1	1
AVON COMMUNITY SCHOOL CORP	3315	20	9	8	2	0
DANVILLE COMMUNITY SCHOOL CORP	3325	4	3	1	0	0
PLAINFIELD COMMUNITY SCHOOL CORP	3330	3	1	1	0	1
MILL CREEK COMMUNITY SCHOOL CORP	3335	3	3	0	0	0
BLUE RIVER VALLEY SCHOOLS	3405	3	1	0	0	0
TAYLOR COMMUNITY SCHOOL CORP	3460	7	4	2	0	1
NORTHWESTERN SCHOOL CORP	3470	3	1	0	1	0
EASTERN HOWARD SCHOOL	3480	5	1	3	0	1

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CORP						
WESTERN SCHOOL CORP	3490	3	0	1	0	0
KOKOMO-CENTER SCHOOLS	3500	21	7	4	1	4
SEYMOUR COMMUNITY SCHOOLS	3675	6	3	3	0	0
CROTHERSVILLE COMMUNITY SCHOOLS	3710	1	0	0	0	0
KANKAKEE VALLEY SCHOOL CORP	3785	12	3	2	1	1
RENSSELAER CENTRAL SCHOOL CORP	3815	8	1	1	2	2
JAY SCHOOL CORP	3945	10	5	1	1	1
MADISON CONSOLIDATED	3995	12	4	4	1	1
SOUTHWESTERN JEFFERSON CO. CONSOLIDATED	4000	4	1	0	0	2
JENNINGS COUNTY SCHOOLS	4015	18	7	2	2	1
THEA BOWMAN LEADERSHIP ACADEMY	4022	1	1	0	0	0
CLARK PLEASANT COMMUNITY SCHOOL CORP	4145	17	2	4	3	3
21 <sup>ST</sup> CENTURY CHARTER SCHOOL @ GARY	4164	2	1	0	0	0
CENTER GROVE COMMUNITY SCHOOL CORP	4205	23	11	6	3	0
FRANKLIN COMMUNITY SCHOOLS	4225	10	3	3	1	1
GREENWOOD	4245	8	3	2	0	0
NINEVEH-HENSLEY-JACKSON UNITED	4255	4	0	4	0	0
NORTH KNOW SCHOOL CORP	4315	2	0	1	0	0
SOUTH KNOW SCHOOL CORP	4325	1	1	0	0	0
VINCENNES COMMUNITY SCHOOL CORP	4335	8	3	2	1	1
WAWASEE COMMUNITY SCHOOL CORP	4345	6	1	3	0	0
WARSAW COMMUNITY SCHOOLS	4415	17	7	7	1	0
TIPPECANOE VALLEY SCHOOL CORP	4445	7	2	2	2	0
WHITKO COMMUNITY SCHOOL CORP	4455	5	0	3	1	1
PRAIRIE HEIGHTS SCHOOL CORP	4515	5	1	2	2	0
WESTVIEW SCHOOL CORP	4525	8	3	3	1	0
LAKELAND SCHOOL CORP	4535	5	1	1	1	0
HANOVER COMMUNITY SCHOOL CORP	4580	5	3	1	0	0
RIVER FOREST COMMUNITY SCHOOL CORP	4590	4	1	2	0	0
MERRILLVILLE COMMUNITY	4600	20	5	1	4	3

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SCHOOL CORP						
LAKE CENTRAL SCHOOL CORP	4615	22	8	4	2	1
TRI-CREEK SCHOOL CORP	4645	11	2	2	0	4
LAKE RIDGE SCHOOLS	4650	4	0	0	0	1
CROWN POINT	4660	17	8	3	2	4
SCHOOL CITY OF EAST CHICAGO	4670	10	3	3	0	0
LAKE STATION COMMUNITY SCHOOL CORP	4680	5	2	0	0	1
GRIFFITH PUBLIC SCHOOLS	4700	7	3	2	1	0
SCHOOL CITY OF HAMMOND	4710	20	4	3	1	1
SCHOOL TOWN OF HIGHLAND	4720	6	4	0	1	0
SCHOOL CITY OF HOBART	4730	4	1	3	2	0
SCHOOL TOWN OF MUNSTER	4740	12	8	2	0	0
SCHOOL CITY OF WHITING	4760	2	0	1	0	0
MICHIGAN CITY AREA SCHOOL	4925	23	11	6	1	1
SOUTH MADISON	5053	20	8	5	1	0
FRANKTON LAPEN COMMUNITY SCHOOLS	5245	8	4	1	1	0
MSD DECATUR TOWNSHIP	5300	11	1	7	0	0
FRANKLIN TOWNSHIP COMMUNITY SCHOOL CORP	5310	16	5	5	1	0
MSD PERRY TOWNSHIP	5340	7	2	0	2	0
MSD PIKE TOWNSHIP	5350	25	10	11	0	1
MSD WARREN TOWNSHIP	5360	17	3	7	1	0
MSD WASHINGTON TOWNSHIP	5370	21	14	2	0	3
MAS OF WAYNE TOWNSHIP	5375	37	6	8	7	2
BEECH GROVE CITY SCHOOLS	5380	4	2	2	0	0
SCHOOL TOWN OF SPEEDWAY	5400	4	2	1	0	1
CULVER	5455	6	2	0	1	0
ARGOS	5470	3	0	0	2	0
PLYMOUTH	5485	6	0	1	1	1
TRITON	5495	5	1	1	2	0
MANONAQUAH SCHOOL CORP	5615	1	0	1	0	0
NORTH MIAMI COMMUNITY SCHOOLS	5620	2	1	1	0	0
OAK HILL UNITED SCHOOL CORP	5625	6	1	1	1	0
PERU COMMUNITY SCHOOLS	5635	4	2	0	0	1
RICHLAND-BEAN BLOSSOM COMMUNITY SCHOOL CORP	5705	14	4	2	0	2
MONROE COUNTY COMMUNITY SCHOOL CORP	5740	1	0	1	0	0
NORTH MONTGOMERY	5835	5	3	2	0	0
SOUTH MONTGOMERY	5845	4	1	1	0	0
CRAWFORDSVILLE	5855	7	0	2	0	2
CHRISTEL HOUSE ACADEMY	5874	1	0	0	0	0



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EMINENCE COMMUNITY SCHOOL CORP	5910	1	0	0	0	0
MSD OF MARTINSVILLE	5925	14	3	2	2	3
MOORESVILLE CONSOLIDATED SCHOOLS	5930	14	4	9	1	0
NORTH NEWTON SCHOOL CORP	5945	5	0	3	0	0
SOUTH NEWTON SCHOOL CORP	5995	4	0	3	1	1
CENTRAL NOBLE SCHOOL CORP	6055	6	2	3	0	0
EAST NOBLE SCHOOL CORP	6060	14	4	6	0	1
WEST NOBLE SCHOOL CORP	6065	3	0	1	1	0
RISING SUN	6080	3	1	0	1	0
PAOLI COMMUNITY SCHOOL CORP	6155	4	1	2	0	0
SPRINGS VALLEY COMMUNITY SCHOOL CORP	6160	3	1	2	0	0
SPENCER-OWEN COMMUNITY SCHOOL CORP	6195	11	5	3	0	0
SOUTHWEST PARKE COMMUNITY SCHOOL CORP	6260	3	0	2	1	0
ROCKVILLE COMMUNITY SCHOOL CORP	6300	1	1	0	0	0
TURKEY RUN	6310	5	1	1	1	0
MONROE-GREGG	6321	3	0	2	0	1
PIKE COUNTY SCHOOL CORP	6445	2	1	0	0	0
PORTER COUNTY EDUCATION SERVICES	6455	45	16	11	2	10
MSD OF BOONE TOWNSHIP	6460	1	0	0	0	0
DUNELAND SCHOOL CORP	6470	10	6	1	1	0
EAST PORTER COUNTY SCHOOL CORP	6510	3	2	1	0	0
PORTWE TOWNSHIP SCHOOLS	6520	2	1	0	0	0
UNION TOWNSHIP SCHOOL CORP	6530	1	1	0	0	0
PORTAGE TOWNSHIP SCHOOLS	6550	8	1	2	0	2
VALPARAISO COMMUNITY SCHOOLS	6560	7	3	1	1	0
MSD MT. VERNON	6590	6	2	1	0	0
MSD OF NORTH POSEY COUNTY	6600	4	2	1	1	0
NEW HARMONY TOWN AND TOWNSHIP CONSOLIDATED SCHOOLS	6610	1	1	0	0	0
EASTERN PULASKI	6620	1	0	1	0	0
WEST CENTRAL SCHOOL CORP	6630	3	3	0	0	0
SOUTH PUTNAM COMMUNITY SCHOOLS	6705	5	0	2	0	1
NORTH PUTNAM COMMUNITY SCHOOLS	6715	11	2	7	0	0
CLOVERDALE COMMUNITY	6750	4	0	1	0	0

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SCHOOL CORP						
GREENCASTLE COMMUNITY SCHOOLS	6755	8	1	5	0	1
UNION SCHOOL CORP	6795	1	0	0	1	0
RANDOLPH SOUTHERN	6805	1	0	1	0	0
MONROE CENTRAL	6820	5	2	2	1	0
RANDOLPH CENTRAL SCHOOL CORP	6825	5	3	0	0	0
RANDOLPH EASTERN SCHOOL CORP	6835	3	1	0	0	1
JOHN GLENN	7150	6	0	3	1	0
SOUTH BEND	7205	50	18	10	3	3
UNION NORTH	7215	2	1	0	0	0
SHELBY EASTERN	7285	3	1	1	1	0
SOUTHWESTERN CONSOLIDATED OF SHELBY COUNTY	7360	2	1	1	0	0
SHELBYVILLE CENTRAL SCHOOLS	7365	8	1	1	0	2
OREGON-DAVIS	7495	1	0	0	1	0
NORTH JUDSON-SAN PIERRE	7515	6	2	1	0	1
KNOX	7525	4	1	2	1	0
FREMONT COMMUNITY SCHOOLS	7605	3	2	1	0	0
HAMILTON COMMUNITY SCHOOLS	7610	1	0	1	0	0
MSD OF STEUBEN COUNTY	7615	5	2	2	1	0
NORTHEAST SCHOOL CORP	7645	3	0	2	0	0
NORTHWEST SHELBY COUNTY	7689	7	2	2	0	2
SOUTHWEST SCHOOL CORP	7715	7	2	3	0	2
SWITZERLAND COUNTY SCHOOL CORP	7775	2	1	1	0	0
LAFAYETTE SCHOOL CORP	7855	30	13	6	1	2
TIPPECANOE SCHOOL CORP	7865	27	13	8	0	1
WEST LAFAYETTE SCHOOL CORP	7875	8	8	0	0	0
TRI-CENTRAL COMMUNITY SCHOOLS	7935	2	1	1	0	0
TIPTON COMMUNITY SCHOOL CORP	7945	9	6	2	0	1
EVANSVILLE VANDERBURGH	7995	61	20	13	3	7
NORTH VERMILLION	8010	2	0	1	0	0
SOUTH VERMILLION COMMUNITY SCHOOL CORP	8020	5	2	3	0	0
VIGO COUNTY SCHOOL CORP	8030	52	16	19	4	2
MANCHESTER COMMUNITY SCHOOLS	8045	4	2	1	0	0
WABASH CITY SCHOOLS	8060	5	3	1	0	0
WARRICK COUNTY SCHOOL	8130	36	13	9	2	0

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CORP						
SALEM COMMUNITY SCHOOLS	8205	6	0	0	1	0
EAST WASHINGTON SCHOOL CORP	8215	3	1	1	0	1
WEST WASHINGTON SCHOOL CORP	8220	1	0	0	1	0
RICHMOND COMMUNITY SCHOOLS	8385	14	5	5	1	0
SOUTHERN WELLS	8425	1	0	1	0	0
NORTHERN WELLS COMMUNITY SCHOOLS	8435	13	4	4	2	2
NORTH WHITE	8515	3	1	1	0	0
FRONTIER SCHOOL CORP	8525	3	1	0	0	0
TRI COUNTY SCHOOL CORP	8535	3	1	1	1	0
TWIN LAKES	8565	6	1	3	0	1
SMITH-GREEN COMMUNITY SCHOOLS	8625	3	1	1	0	0
WHITLEY CO. CONSOLIDATED SCHOOLS	8665	8	4	1	1	0
COMMUNITY MONTESSORI , INC	9320	2	1	0	0	0
FOUNTAIN SQUARE ACADEMY	9480	2	1	0	0	1
INDIANA SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED	9605	9	4	1	1	0
BURRIS LABORATORY SCHOOL	9620	2	0	1	0	0
INDIANA ACADEMY FOR SCIENCE, MATHEMATICS, AND HUMANITIES	9625	2	2	0	0	0
HERRON HIGH SCHOOL	9650	4	2	2	0	0
HOPE ACADEMY	9655	3	1	1	0	1
INDIANAPOLIS METROPOLITAN HIGH SCHOOL	9670	4	2	0	0	1
HOOSIER ACADEMY VIRTUAL SCHOOL	9865	4	2	1	0	0
ROCK CREEK COMMUNITY ACADEMY	9875	1	1	0	0	0
DAMAR CHARTER ACADEMY	9920	1	0	1	0	0
<b>TOTALS</b>		<b>2,132</b>	<b>766</b>	<b>595</b>	<b>161</b>	<b>151</b>